



Quality in Careers >>>>

QUALITY IN CAREERS WEBSITE ©

CEIAG Case Study:

Oakham School, Oakham/Rutland

The School

Oakham School is a large, co-educational, independent boarding and day School for pupils aged 10-18 (UK National Curriculum years 6-13). It is based in the centre of Oakham, a historic market town dating from the Twelfth Century, in Rutland. Rutland is England's smallest county and is largely rural in nature.

The School first opened in 1584 and has been co-educational since 1971. In the 2021-22 academic year, there were just under 370 students in Upper School (equivalent to Sixth Form) and an average of just under 160 students in each of the cohorts in Middle School (equivalent to years 9-11). In Lower School (equivalent to years 6, 7 and 8) there was an average of 102 pupils in years 7 and 8 and a total of 33 pupils in Year 6.

Many students join the School at Sixth Form level. Students are allocated to a House, depending on whether they are day or boarding students; final year students, however, are moved to specialist Houses for both boarding and day students.

There is an active School Chaplaincy.

As a boarding School, the student body comprises students from across the UK as well as overseas students. On average, about 85% of students are British and around 30 nationalities may be represented by the School's students. The School is proud of its international focus which is likewise reflected in the curriculum. The School offers both the International Baccalaureate Diploma and A-levels/BTECs for Upper School students, with about one third of students opting for the IB pathway. Those in younger years study the IB Middle Years Programme and GCSEs and IGCSEs.

In addition to these academic options, Oakham School offers a broad-ranging Activities Programme covering co-curricular opportunities and is holistic in its focus, with both academic excellence and outstanding pastoral care featuring in its key strategic objectives.

The School's commitment to these objectives remained steadfast during the COVID-19 pandemic, with academic learning taking place online, alongside virtual CEAG provision. This continued with a hybrid approach following the reopening of Schools, as the requirements for self-isolation in the case of illness and the geographical locations of some of the School's students necessitated both in-person provision and virtual access.

The Core Values of the School are “**Care, Courage and Contribution**”, and “**Connection**”. All relate to the broader purpose and provision of careers education and guidance, but it is most closely allied to “**Connection**”, with School materials promoting and reiterating the link between current learning and experiences with students' future selves.

Careers education and guidance

Oakham School is delighted to have had its **Quality in Careers Standard** award reassessed and reaccredited by the Awarding Body - Complete Careers - in May 2022. The national award both provides recognition of the high quality and broad-ranging CEIAG provided for the School's students and reiterates its commitment to development and good practice in this important area.

The School is committed to providing guidance suited to each and every individual student, regardless of their pathway. Oakham's students typically progress to variety of destinations, including universities in both the UK and overseas, degree apprenticeships, gap years and volunteering.

The School organises relevant events, including separate annual Careers and HE Fairs featuring a broad range of representatives, and speakers on a range of topics for both students and parents - in the last year, for example, these have included student mental health, finance, the graduate job market and apprenticeships. Many opportunities are also provided through subject-specific initiatives and the PSHE/Citizenship programme. The School is cognizant of the importance of self-awareness and development in relation to careers education, as set out in the CDI Framework.

The School has a Careers team comprising several specialist staff. The Head of Careers and Progression directly line-manages both the UCAS & Careers Coordinator and the Work Experience Officer. Both the Head of Department and the UCAS & Careers Coordinator are Level 6 qualified, CDI-registered careers advisers who work with individual students as well as overseeing application processes for universities in the case of final-year students. The Work Experience Officer is responsible for employer engagement, working with both local and national employers to arrange placements, which usually take place in the summer holidays, and to work with individual students applying for jobs and apprenticeships.

The work of these staff is supplemented and supported by a range of teaching staff also involved in provision. The School has key resources in an up-to-date dedicated area of the Library, and is supported by external agencies, for example those specialising in online work experience opportunities and advice regarding studying abroad. The Head of Department is line-managed by a member of the Senior Leadership Team and provides an annual report to

the School's Trustees, allowing both accountability and support of CEAG provision at the highest level.

Students may make an appointment with a member of the Careers Department at any time in their studies or may be referred by staff or parents. The School also provides support for students who have left within the previous three years. Specialist taught sessions for students in the GCSE years cover LMI, skills recognition, CVs, application letters and entrepreneurial skills. Students also undertake a psychometric profile to inform individual guidance prior to making GCSE choices and to post-16 choices.

The Department is committed to development in line with national expectations, and as such continues to work on initiatives to develop provision for students in the youngest years of the School and to develop the provision of individual guidance interviews.

Measuring the impact

The Careers Department has a development plan which incorporates feedback from the Quality in Careers Standard's assessor's recommendations as well as topics arising from internal foci in line with School priorities. This is referred to regularly and produced on annual basis. The School also makes use of Compass, on a half-termly basis, to assess provision against the Gatsby Benchmarks.

The School provides work experience placements for students as well as support for students and families seeking their own placements, including abroad. Oakham students have been successful in gaining competitive Degree Apprenticeship placements.

Destination data is collated and analysed in the summer of each academic year following the release of examination results and feedback is sought from work experience providers in order to allow the School us to assess and hone its provision.

Heads of academic Departments continue to provide specific LMI through their subject provision and a recent expansion to the MYP provision has been the addition of a careers-focused assessment task for each subject. The Careers Department continues to liaise with subject staff to provide cohesion of delivery.

Tutors deliver CEAG topics for students in the Sixth Form and relevant material is also covered by the PSHE curriculum. Again, the Careers Department is actively involved in the planning and preparation of material.

Careers Quality

Oakham School has held the **Quality in Careers Standard** for several years, leading to its additional recognition by Complete Careers with its own "Gold Award" for its long-term commitment to quality assured careers education and guidance.

The School is committed to developing its practice and staff in the Careers Department are encouraged to be actively involved in the sharing of good practice with colleagues in equivalent roles in other Schools.

The School makes use of the Compass self-assessment tool to track provision against the Gatsby Benchmarks. It is developing the use of Unifrog software for both staff and students in order to

enhance career-related learning and the production of application documents, as well and continuing to use Morrisby to inform one-to-one guidance. It is dedicated to maximising provision for students through forming links between CEAIG and curricular and co-curricular work.

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